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ABSTRACT

An overview of public education in Mississippi during the 1983-84 fiscal year, from the point of view of the state department of education, is presented in this annual report. The report opens with a letter from the state superintendent that reviews major changes in the structure of state educational administration: the appointment of a new nine-member State Board of Education, the board's appointment of a state superintendent of education (an action replacing the previous elective process), and a reorganization of the state Department of Education. The report identifies the nine state board members and lists their recommendations to the 1985 session of the state legislature. The remainder of the report is devoted to reports highlighting significant activities and programs run by the divisions handling administration and finance, Chapter 1 oversight, instruction, junior colleges, school construction and transportation, and vocational and technical education. Charts and tables displaying education's share of state expenditures, trends in Scholastic Aptitude Test scores and primary grade enrollment, and current levels of teacher employment and salaries conclude the document. (PGD)

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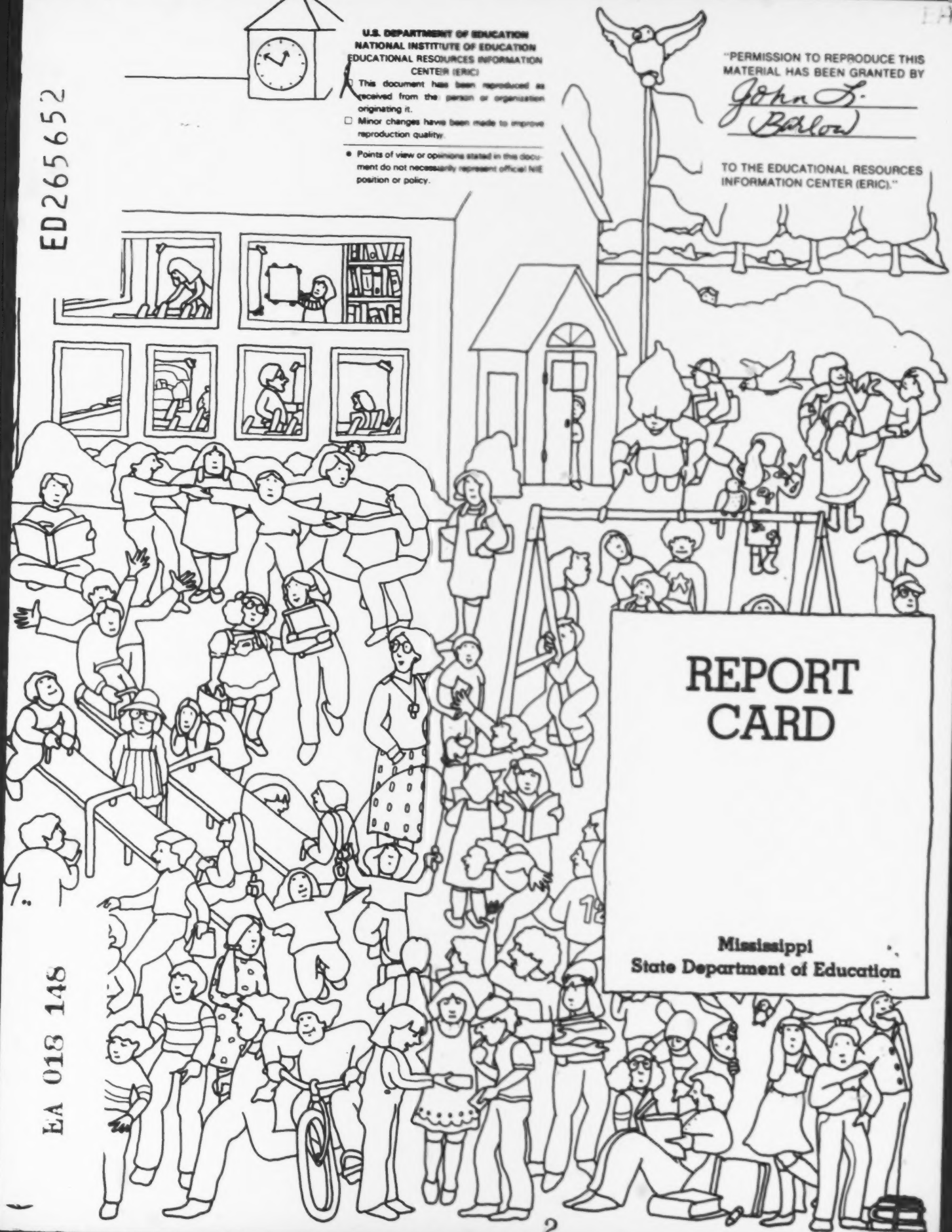


REPORT CARD

Mississippi
State Department of Education

EA 018 148

Annual Report of the State Superintendent of Public Education 1983-84 and Recommendations to the Legislature of Mississippi 1985

Volume I

Issued by
Richard A. Boyd, Ed.D.
State Superintendent of Education

Superintendent's Letter

Richard A. Boyd, Ed.D.

Jackson, Mississippi
January 2, 1984

To the Legislature of the State of Mississippi:

In accordance with the requirements of Section 37-3-11, Mississippi Code of 1972, Annotated, I am pleased to submit to you the annual report of the Superintendent of Public Education for the fiscal year 1983-84.

As you are aware, the 1983-84 year marked the end of an era in the governance and administration of elementary and secondary education in Mississippi. Effective July 1, 1984, the new nine-member appointed State Board of Education assumed office. Shortly thereafter, the new board appointed a State Superintendent of Education, an action which replaced the elective process.

In its first six months in office, the new State Board of Education has shown itself to be a diligent and conscientious group of citizens who are committed to improving education for the youth of this State.

In order to achieve those things which are called for in the Education Reform Act of 1982, it was necessary to reorganize the State Department of Education, and we are currently in the process of carrying out that task. When this reorganization is completed, we should be able to carry out effectively and efficiently the planning, policy, delivery and monitoring function that are essential for a state education agency in the 1980's.

We have changed the traditional format of Volume I of the annual report so as to more graphically show the progress we are making. It is essential that we demonstrate such progress if we are to justify the expenditure of tax dollars for our various education programs, and we plan to be able to do just that.

Sincerely,

Richard A Boyd

Richard A. Boyd, Ed.D.
State Superintendent of Education

Board Members

Jack Reed, *Chairman*
Tupelo
1 year term
Appointed by Gov. Allain

Talmadge Portis, *Vice-Chairman*
Terry
4 year term
Appointed by Lt. Gov. Dye

Joe Blount
Jackson
2 year term
Appointed by Speaker Newman

Carolyn Gwin
Natchez
7 year term
Appointed by Gov. Allain

Arthur Peyton
Greenville
3 year term
Appointed by Gov. Allain

James E. Price, Jr.
Corinth
8 year term
Appointed by Lt. Gov. Dye

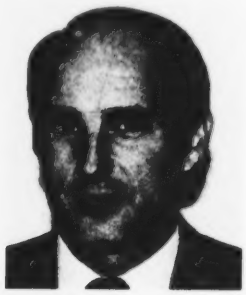
Lucimarian Roberts
Pass Christian
9 year term
Appointed by Gov. Allain

Dr. Joe Ross, Jr.
Vicksburg
6 year term
Appointed by Speaker Newman

Tommy Webb
Meridian
5 year term
Appointed by Gov. Allain

Jack Reed

Talmadge Portis


Joe Blount

Carolyn Gwin

Arthur Peyton

James E. Price, Jr.

Lucimarian Roberts

Dr. Joe Ross, Jr.

Tommy Webb

Board Recommendations

The State Board of Education supports the following legislation for the 1985 session of the Mississippi Legislature:

- Full funding of all programs in the Education Reform Act and the establishment of an education trust fund for this purpose
- A uniform set of school laws, fiscal independence for all districts and the appointment of all local superintendents
- Assist districts in meeting their capital needs for construction of kindergarten rooms, removal of asbestos and renovation of buildings by:
  - authorizing passage of school bond issues by a simple majority vote
  - making the required technical adjustments in the two-mill funding statute so that it can be utilized by school districts as in past years
  - appropriating funds to implement available federal moneys in assisting local school districts in removing asbestos
  - levying a statewide ad valorum tax in a sufficient amount to adequately fund approved local capital improvements
- Create a unified budget for the State Department of Education, excluding the Minimum Foundation Program and Junior Colleges
- State funding for those school districts which are a part of the former Chickasaw Cession lands
- Kindergarten be established and funded as outlined in the Education Reform Act
- Salaries of teachers established by the Minimum Program be increased this year in the amount of 15 percent across the board, that a corresponding increase be made in supportive services, and that additional increases be given over the next two years to bring Mississippi teachers up to the Southeastern average for the following reasons:
  - Our teachers are not being paid an adequate salary based upon the educational requirements for the position and the awesome responsibility they have of teaching our children effectively
  - Under the Education Reform Act we are going to demand higher qualifications for teachers, and we will substantially increase their duties, responsibilities, and time on task
  - Ultimately, the success or failure of the Education Reform Act will depend upon the ability of the teacher to teach students to think and reason logically and to express themselves with clarity
  - The future of our State depends upon the effectiveness with which our teachers perform their duties and responsibilities
  - Simple justice requires that they be paid at least an adequate salary as professionals
  - This proposed increase will make us competitive with the contiguous states of Louisiana, Arkansas, Tennessee, and Alabama, and somewhat more competitive with industry
  - This proposal provides a reasonable method and timetable to accomplish the stated objective of the Education Reform Act to pay our teachers a salary equal to the Southeastern average
  - This will represent not just an outlay of funds, but an investment in the future of Mississippi that ultimately will pay enormous dividends

Divisional Reports

Administration and Finance

Development, Distribution and Utilization of School Recipe Portfolio

Mississippi's Child Nutrition Program Office of the Division of Administration and Finance served as the Management Taskmaster for this eight-state project, guiding the project through the formative, developmental, financial and distribution periods with the assistance of a steering committee composed of representatives from all participating states. All schools in the eight participating states now have a copy in each kitchen.

The manual includes 70 recipes selected by the steering committee as being favorites from each state. Completed dishes, exactly as they should look on the cafeteria serving line, are presented in an impressive picture accompanied by easy-to-read, step-by-step directions. All 146 pages are laminated in durable acetate sheets easily accessible and usable.

The portfolio is designed to improve the marketability of the school lunch by upgrading the preparation and presentation of food in all school districts.

Development and Distribution of Child Nutrition Program Policy and Procedure Manual

The Child Nutrition Program personnel are charged with the responsibility of administering food service programs involving some $80 million annually. The responsibility of seeing that Federal Regulations and State Policy are followed in 940 schools and residential child care agencies dictates considerable information transmittals. The development and distribution of the Policy and Procedure Manual to all school districts and other participating agencies was a forward step in providing current information in the administration of the programs by local authorities.

Development of a Contract Food Purchasing Manual for Food Service Supervisors

This project began with a survey of local school districts and local school procurement methods and procedures. The drastic findings indicated a very definite need for guidance and assistance in the implementation of procurement standards that could bring about reforms in purchasing practices throughout the state.

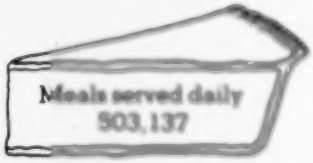
The Contract Food Purchasing Manual presents a report on contract purchasing which was designed to provide the latest technical information on procurement of food and supplies. Associated with this manual is a catalog of supplies with specifications for use by local school districts in carrying out purchase procedures.

Presentation of a "Nutrition and the Athlete" Seminar in Cooperation with the University of Southern Mississippi

The Child Nutrition Program Office and personnel were involved in the presentation of a seminar on "Nutrition and the Athlete" for some 400 coaches from Mississippi schools.

Highlights of the program included a sample pre-game meal, post-competition diets, weight gain and loss recommendations, importance of nutrition in training and competition, and fluid and electrolyte balance. This seminar provided coaches with current and reliable information to improve the health, well-being and effectiveness of Mississippi student athletes.

Food Service (1983-84)



Chapter 1

Secretary's Initiative Project

The Chapter 1 Office had a very successful year during 1983-84. One of the major accomplishments was the completion of a Secretary's Initiative Project, which was done cooperatively with the Chapter 1 Office in North Carolina. This project, featuring teams composed of both state and local Chapter 1 personnel, had as its purpose the identification of those practices in effect at the local level which contributed to the effectiveness of Chapter 1 Programs. Sixteen school districts were visited in each state. One inescapable conclusion from the study was, "Bringing Chapter 1 students up to satisfactory levels of achievement is almost certain to be difficult when administrators and regular classroom faculty regard the Chapter 1 program and its personnel as stepchildren, to be dealt with in only the most superficial and perfunctory way." The final report on this study will be published soon.

Staff Development

A major thrust in Chapter 1 staff development activities has been to use local outstanding Chapter 1 educators as consultants. A series of four regional Chapter 1 Supervisors' workshops was held in October. The response by the 145 participants to the four Mississippi Chapter 1 supervisors who spoke at the workshops was excellent. Each supervisor discussed a topic which had been previously identified as a real need by teachers and/or supervisors. Numerous participants volunteered to be presenters for the next series of workshops. This involvement of supervisors and teachers working together, helping one another across district lines, has been an accomplishment of which the Chapter 1 Office is very proud.

National Resource and Materials Center

The Chapter 1 Office was successful in 1983-84, on behalf of the State Department of Education, in securing a competitive grant under Section 143 of the Migrant Education Program for the continuation of the National Resource and Materials Center located in Gulfport, Mississippi. This center is engaged in the development and dissemination of curriculum materials that focus on the development of basic skills. While the purpose of the materials center is to serve in a special way the needs of migrant children, the activities developed to enhance the teaching of basic skills are applicable to any teaching-learning situation. This center has functions as a national resource center and has provided in-service training for supervisory level staff from across the country at both the state and local levels. The effectiveness of the program is a direct result of the cooperative efforts of the State Department of Education and the Gulfport Separate School District.

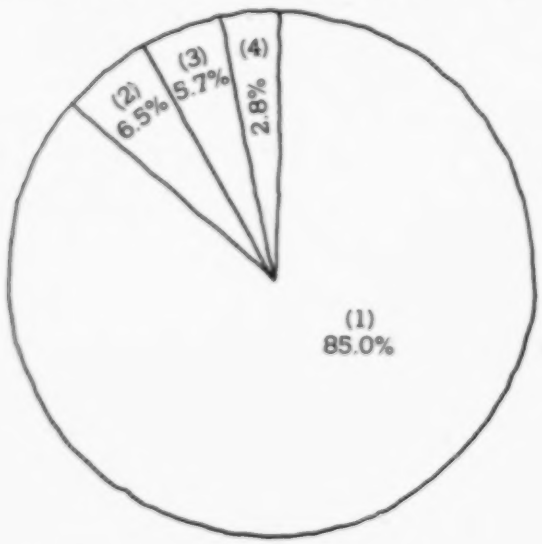
Supplementary Services

Chapter 1 personnel provided direct educational supplementary services in reading, mathematics and language arts in grades K through 12 to more than 110,000 students in the 154 school districts in the State during the 1983-84 school year. The State Chapter 1 Office was successful in its assigned task in making an on-site visit to every school conducting a Chapter 1 program. The purpose of the visit was to make an assessment of the program and determine compliance. Chapter 1 personnel were interviewed during the on-site visit to determine the communication between regular school and Chapter 1 staff concerning their respective programs and the ways in which they can be improved to better meet the needs of the educationally deprived children involved in the program.

Participants

Reading	82,858
Language Arts	14,301
Mathematics	53,336
Preschool	5,288
Unduplicated Count	114,385

Percentage of Personnel Employed By Classification



Numbers of Personnel By Category

1. Teachers and Aides (3,674)
2. Administrative/Clerical (282)
3. Supportive Personnel (245)
4. Other Personnel (120)

Instruction

The Education Reform Act of 1982 is a comprehensive strategy for the implementation of public education in Mississippi. Implementation of that law has formed the major thrust of the work of the Division of Instruction during the 1983-84 year.

Accreditation

Staff work for the Performance-Based School Assessment Task Force was provided by this division. The director served as executive secretary for the Task Force. A research-based plan for a performance-based accreditation system was developed. Division staff translated that plan into a procedural manual for use by the Commission on School Accreditation. Seven public hearings were held to receive comments on the manual. Development of instruments to be used in school evaluations has been ongoing throughout the year. Six meetings were held with groups of teachers to develop guidelines for curriculum content. Instrument development and field testing will continue.

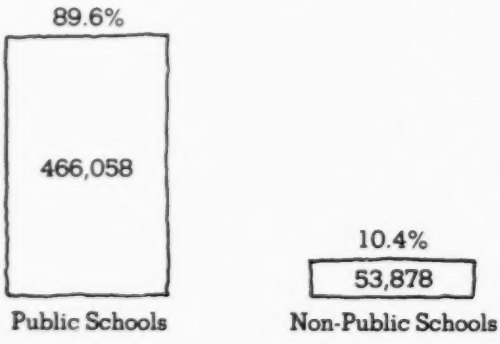
Certification

Assistance by staff was also provided to the Commission on Teacher and Administrator Education, Certification, and Development as that group developed a performance-based certification system. The director served as executive secretary. Seven public hearings were held on the proposed certification regulations. Additional work and field testing will continue. In addition to work on the new regulations, the staff issued 2,014 initial certificates and renewed 9,729 others. Microfilming of all records continued.

Staff Development

Development and distribution of a manual titled "Guidelines for Staff Development Programs" provided leadership in this vital area. Three series of workshops for teachers and school administrators were held in nine different locations. Topics covered included performance appraisal, planning for staff development, and reporting results. Staff assisted in the preparation of materials for the Executive Management Institute which is scheduled to begin in 1985.

Enrollment (1984-85)



Early Childhood Education

An early childhood coordinator was employed and appropriate actions were taken to prepare school districts for implementing kindergartens. Public hearings on "Kindergarten Guidelines and Criteria" were held prior to State Board adoption. Those guidelines as well as a handbook on program implementation have been disseminated through regional workshops.

Program guidelines and other materials on the Assistant Teacher program were provided to schools through regional workshops. The program has been evaluated and results indicate that this is a highly effective effort to help pupils improve their achievement in the basic skills areas.

Other Reform Act Activities

A dropout prevention manual was developed and distributed to school districts. It will assist in identifying potential dropouts and providing alternatives for them.

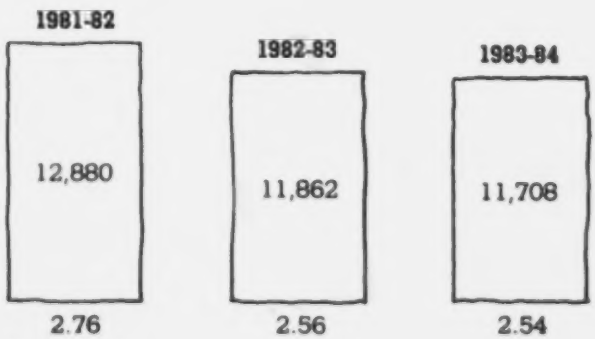
The extent to which pupils master one level of work before being promoted to the next level was studied. Suggestions for improvement have been made.

A study of the number of teachers who are teaching out of their field of endorsement was made. This study will be replicated annually to track trends.

Approximately 260 school visits and seven regional workshops were held to assist schools with the completion of their instructional management programs. Additional materials were prepared.

Personnel appraisal has been addressed in several areas. These include accreditation and certification. Work on this continues.

Dropouts



Other Division Activities

ECIA Chapter 2 - ECIA Chapter 2 consolidated 28 former federally funded programs into sub-chapters: Sub-chapter A — Basic Skills, Sub-chapter B — Educational Improvement and Support Services, and Sub-chapter C — Special Projects. The local school districts have complete discretion as to whether they wish to participate in one or any combination of the 28 programs. The LEA allocation for 1983-84 was $4,315,305.

Special Education - Programs for 50,330 handicapped students and approximately 12,400 gifted students were provided by some 3593 public school special education teachers during the 1983-84 school year. In addition, approximately 562 handicapped students were served during the summer in an extended school year. The total cost of this program was approximately $67 million in state funds and $12 million in federal funds.

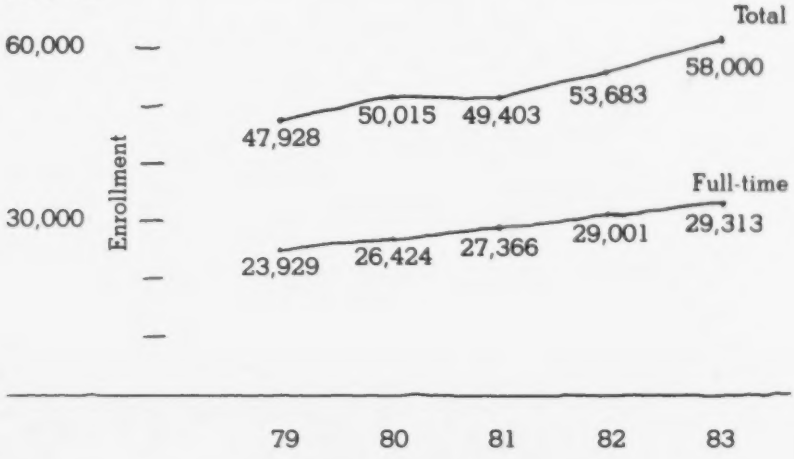
Special Education staff provided inservice to 6,754 personnel in school districts, other state agencies and universities. They also completed monitoring visits in ⅓ of the school districts, state agencies, and private schools serving handicapped students.

Assessment - Approximately 108,000 students in grades 4, 6 and 8 were given a basic skills achievement test in 1983-84. The results showed continued gains in performance by Mississippi students.

Adult Education - Seventy-one programs were funded and are conducting classes in 79 counties. A total of 7,311 General Equivalency Diploma certificates were issued.

Junior Colleges

Mississippi's 15 public junior college districts continued to experience enrollment growth in 1983-84. Increases were particularly evident in the community service and economic development areas of instruction offered by the institutions. Full-time enrollment gained one percent while total enrollment grew eight percent to an all-time high of 58,000 students.



End of six weeks, fall semester

The junior colleges also continued to improve accessibility of post-secondary educational experiences to the citizens of the state. The 15 administrative districts operated 32 centers of instruction, including 20 comprehensive campuses, six postsecondary vo-tech centers, and six combination secondary/postsecondary vo-tech centers. The Junior College Commission approved the establishment of two additional centers to open in the fall of 1985 - the Ridgeland Center of Holmes Junior College and the West Harrison County Center of Mississippi Gulf Coast Junior College District.

School Building and Transportation

The Division of School Building and Transportation is composed of three sections: Pupil Transportation, School Building Services, and Driver and Safety Education.

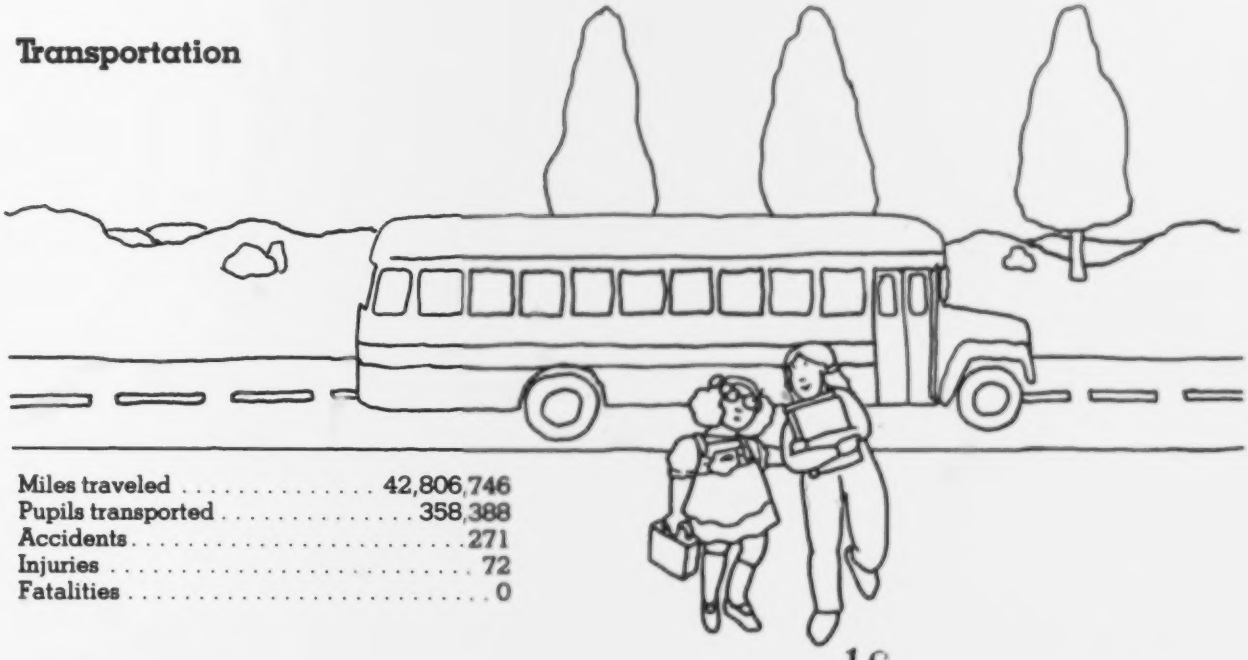
Pupil Transportation

This section provided consultative service to counties and school districts with special emphasis on safety and economy. Reports for 1983-84 reflected a significant decrease in accidents from the previous year, with no pupil fatalities directly related to school bus operation. Some 5,665 school buses and small vehicles were used to transport 358,388 pupils 42,806,746 miles to and from school during the year.

More than 10,000 persons were enrolled in preservice and in-service bus driver training classes. Instruction was provided by approved professional persons employed by and under direct supervision of the State Department of Education.

Considerable progress was made in fleet operating efficiency. This was characterized by prudent purchasing, careful supervision, improved driving habits, more accurate records, greater utilization of buses, systematic service and inspection schedules, and the use of less expensive fuels. The total expenditure for pupil transportation was less than the amount spent the previous year. Expenditures for the 1982-83 school term was $54,974,926 and for the 1983-84 school term was $52,415,659.

Transportation



Miles traveled	42,806,746
Pupils transported	358,388
Accidents	271
Injuries	72
Fatalities	0

School Building Services

School plant plans and specifications for new construction and renovations of existing buildings for state-funded projects were approved in the amount of $1,704,876.92.

Local school districts received $357,275 in Federal Disaster Funds and $3,116,844.69 in Impact Aid through the assistance of this office involving on-site inspections and recommendations.

A survey was conducted to determine the cost of identifying and removing friable asbestos from public school facilities.

Driver and Safety Education

During 1983-84 school year, 25,809 students were enrolled and received training in driver education. Reimbursement was made to local education agencies for the conventional program at a rate of $80 per pupil completing the approved course. Driver simulator training was provided for approxmiately 9,000 students utilizing the 18 state-owned mobile units.

Two of the trailers containing the state-owned mobile driver simulator units were refurbished and new equipment installed. New films were purchased for other simulator units as well as replacement projectors.

Program quality was enhanced by visiting and consulting with officials and teachers in most of the local schools. Information and professional encouragement were provided by printing and distributing driver education newsletters to teachers.

Vocational-Technical Education

Strategic Planning

A Strategic Planning System was implemented during the year. It determined and established the mission, goals, objectives, and outcomes for vocational-technical education in Mississippi. A five-member task force completed Phase I and II of the system in FY 1984. The research and analysis of this project will enable the Board to make accurate and valid projections for future operation of vocational-technical programs.

Phase III, which will be presented to the Board in 1984-85, will offer recommendations for carring out the system based upon the Board's approval of Phase I and II.

Program Standards

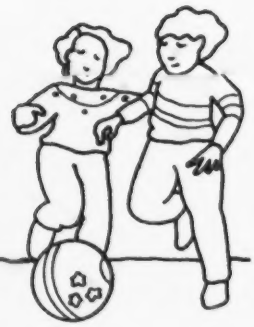
A system of standards to measure all vocational-technical education programs in the state was adopted in July, 1984. Though many standards have previously been applied, both formally and informally, to programs over the years, they have never been bound together as a document for Board approval. The "Standards for Vocational-Technical Education Programs" document is an organized, systematic approach to ensure that resources are available to programs and that programs are complying with Board requirements, which are developed to meet the labor market needs in Mississippi.

Evaluation System

Modifications to the evaluation system, development of standards for vocational programs, and development of the supervisory field reporting system have been implemented as a system of assessing each vocational-technical program in the state to determine whether upgrading or closing of the program is necessary.

Industrial Services

Parameters were established during the year for the Industrial Services Section of the Vocational-Technical Division in order to allow resources to be utilized to the maximum. Vocational training is provided through three basic areas: programs funded through the Job Training Partnership Act; customized industrial training programs that directly support the economic development program of the state; and adult vocational-technical programs.



Reporting

The vocational-technical staff has adopted a reporting and field supervisory system that will be used to give both technical and resource assistance to vocational schools in meeting the program standards implemented during 1983-84.

Student Standards

A search committee was developed to determine what has developed nationwide in the area of student entry standards. After extensive research, an admissions criteria model was designed to place high school students in vocational-technical programs in which they have the greatest chance to succeed. The model is being field-tested during the 1984-85 school year. Additionally, research is continuing on the possibility of establishing postsecondary entry standards.

Program of Work — Vocational Education — Fiscal Year 1984

Work Assignment	Status of Assignment											
	July 83	Aug. 83	Sept. 83	Oct. 83	Nov. 83	Dec. 83	Jan. 84	Feb. 84	Mar. 84	April 84	May 84	June 84
1. Program Roles Defined for Systematic Approach to Level of Training							✸			✸		✚
2. Implementation of Modified Appraisal System	■											✚
3. Continuation of Building Program												✚
4. Developing Standards for Vocational Programs					✸		▲		●			■
5. Program Assessment for Upgrading Rating												■
6. Develop Student Entrance Standards for Postsecondary												✸
7. National Occupational Competency Testing Program (NOCTI)												✸
8. Define Perimeters for Industrial Services												✚
9. Equipment Inventory/Control Process	■			▲	●							✚
10. Supervisory Field Services Reporting System							■					✚

✸ Review ■ Implementation ▲ Adoption ✚ On target ● Dissemination

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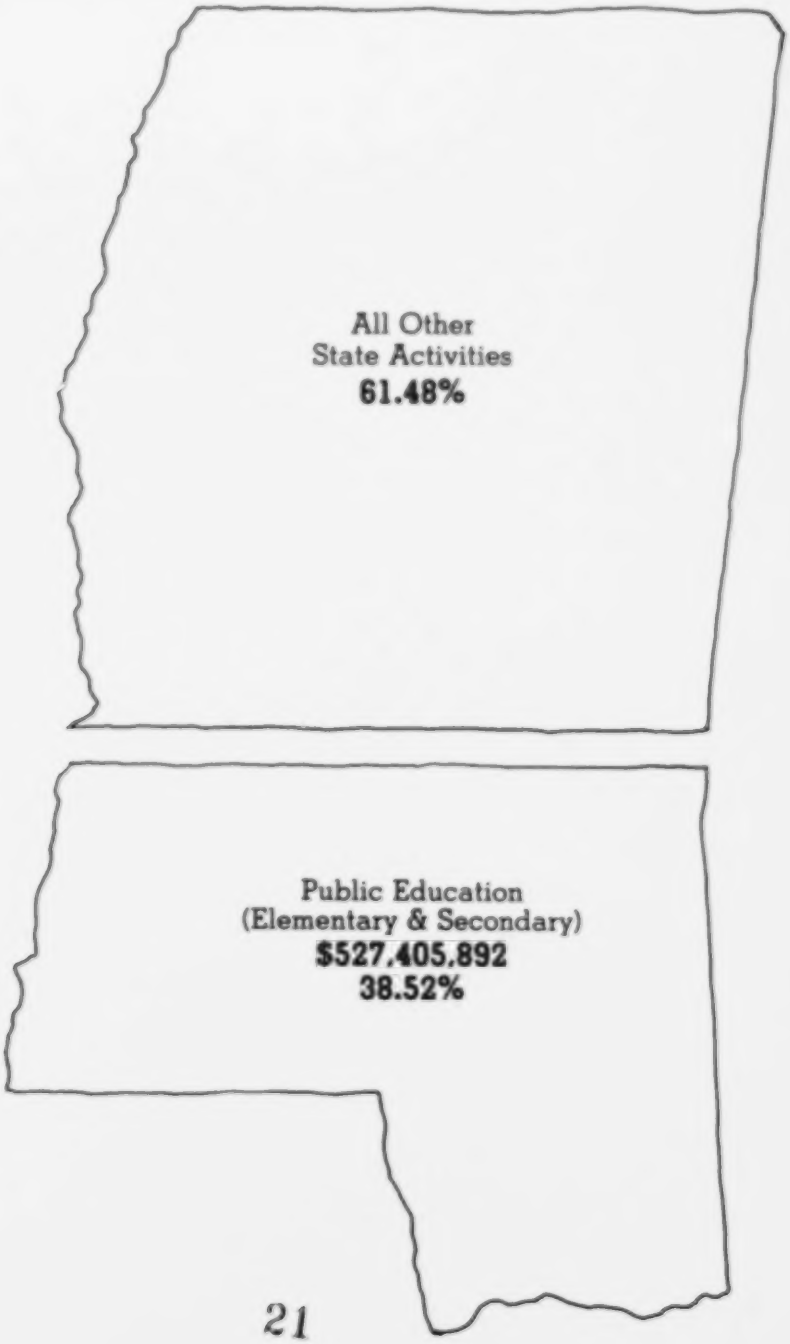
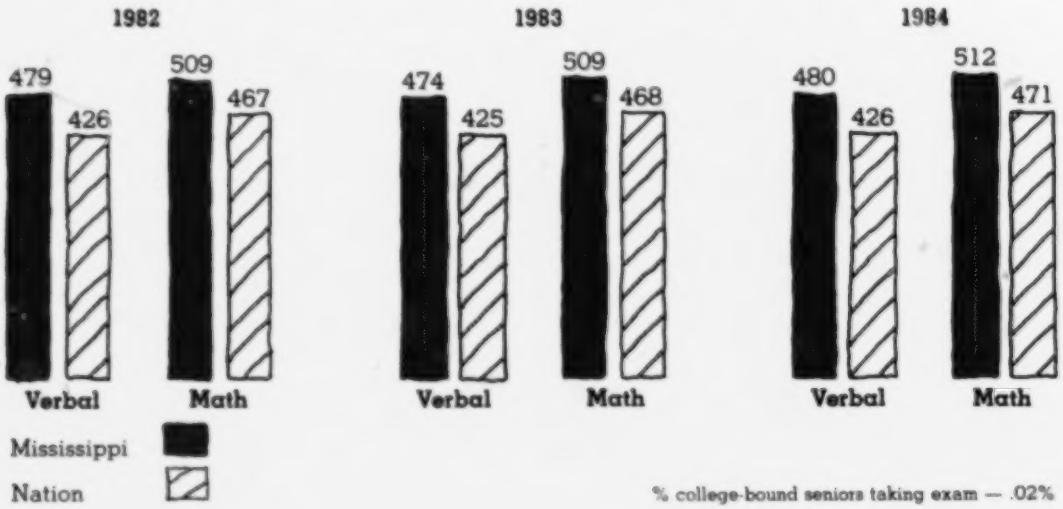
Statewide Educational Statistics

State Expenditures



SAT Scores



% college-bound seniors taking exam — .02%

ACT Scores

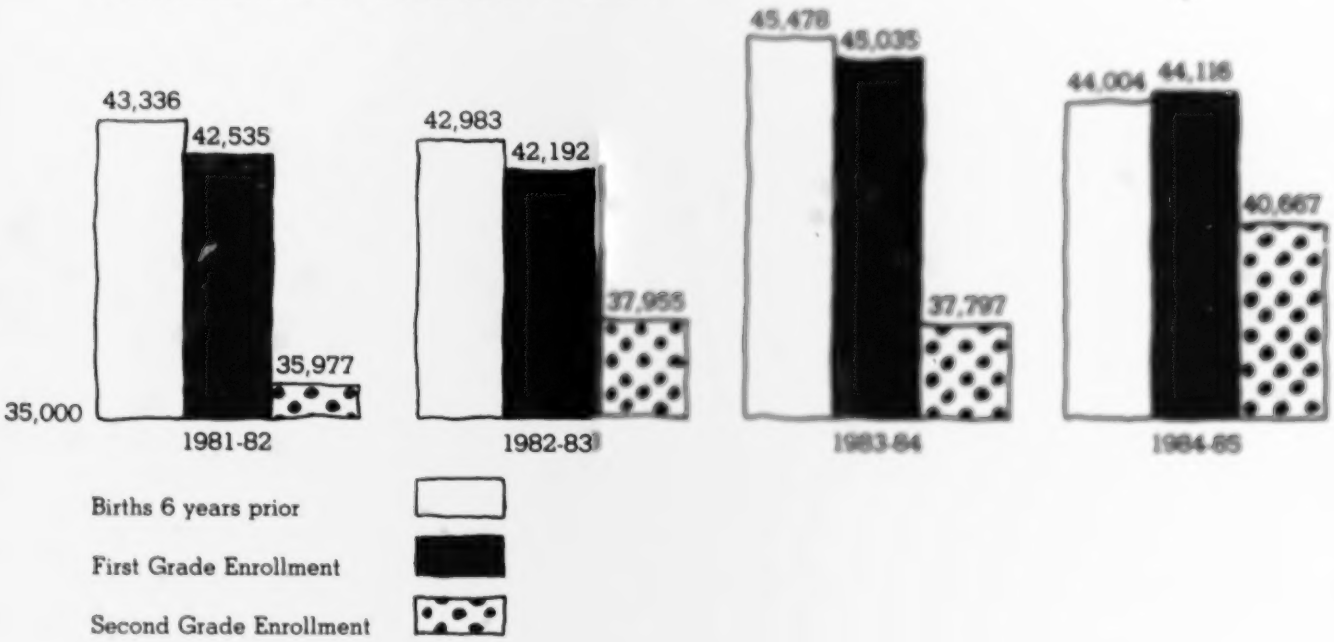
% college-bound seniors taking exam - 50%

Advanced Placement Participation

per capita participation per 100,000 population

*includes District of Columbia

First and Second Grade Enrollment



Number of School Districts	154
Classroom Teachers	24,971

Teacher Salaries (1983-84)

Mississippi	$15,895
Southeast (12 states)	$18,506
U.S.	$22,019

Instructional Cost Per Hour

$1.26/pupil